



IOWA'S VISION:

Every child, beginning at birth, will be healthy & successful.

Iowa Program Administrator Competencies

Developed by an Adhoc Committee of the

Early Childhood Iowa Early Learning Professional Development Leadership Team

2012

History of the Program Administrator Competencies

In January 2012, a small adhoc committee was formed under the Early Learning PD Oval Leadership Team to address competencies for child care program administrators. The group looked at sample competencies including NAEYC Accreditation Criteria, Program Administration Scale, McCormick Center for Early Childhood Leadership Program Administration, Iowa DHS Child Care Centers and Preschools Licensing Standards and Procedures, and Early Childhood Iowa Stakeholder's Alliance Cultural Competencies.

The competencies are arranged into six competency areas: child development, educational programming, families and communities, health and safety, program management, and professionalism and leadership. The group chose three competency levels to be consistent with the Iowa Teacher and Teacher Assistant competencies; progressing, skilled, and mastery. The purpose of these competencies is three fold:

1. To describe best practices in operating early childhood programs
2. To be used as a tool for determining professional development, and
3. To be used as a hiring and evaluation tool

Upon completion of a first draft, the competencies were sent out to a wider set of people for comment which included the Department of Human Services and the Department of Education. The recommendations from these departments were discussed and revisions were made. Our recommendations for next steps were provided to the ECI Early Learning Professional Development Oval Leadership Team in October 2012 and are as follows:

1. We recommend that the competencies be aligned with college degree programs to build an awareness of the competencies and discuss/practice what the competencies look like in an early childhood program.
2. We recommend that the competencies be aligned to and help determine the use of professional development funds to assist with building the competencies of program administrators.
3. We recommend that the competencies are used to develop a three-tiered credential for progressing, skilled, and mastery program administrators to ensure best practices are implemented in early childhood programs and the quality of care is improved for children participating in those programs.
4. We recommend that the competencies for a progressing professional be used in DHS regulations for licensure of child care centers and registration of family child care homes to build the competencies and requirements of the profession. It may prove beneficial for the DHS to do a crosswalk between the competencies and the DHS regulations.
5. We recommend that the competencies be submitted to the National Center on Child Care Professional Development Systems and Workforce Initiatives (PDW Center) for additional feedback and recommendations from a national perspective.

Adhoc Committee Members

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Program Administrator Definition

The Program Administrator is the person responsible for day to day program operation, ensuring the health and safety of the children, and planning, implementation, and evaluation of a child care, preschool, pre-kindergarten, or kindergarten program. The role of the Program Administrator covers leadership and management behaviors. Leadership behaviors refer to the plan of helping an organization clarify and affirm values, set goals, articulate a vision, determine a course of action to achieve that vision, monitor and implement action tasks, and evaluate the program to promote continuous improvement. Managerial behaviors refer to the orchestration of tasks and the setting up of systems to carry out the organization's mission (NAEYC Accreditation Criteria, 2005).

Program Administrator Competency Skill Descriptions

Progressing Professional; demonstrates a basic level of knowledge, skills, and dispositions relevant to the characteristics of operating a business, providing educational programming, and supervising others;

- begins to evaluate practices based on stated outcomes
- begins to engage in reflective practices and professional development
- requires ongoing assistance and mentoring from regulatory agency
- implements minimum standards and DHS licensing requirements

Skilled Professional; demonstrates knowledge, skills, and dispositions relevant to the characteristics of operating a business, providing educational programming and supervising others; a skilled professional must also meet all the progressing competencies to attain the skilled level;

- evaluates and refines practices based on stated outcomes
- engages in reflective practices and professional development
- demonstrates knowledge and the ability to integrate best practices beyond regulatory requirements

Mastery Professional; consistently demonstrates knowledge, skills, and dispositions relevant to the characteristics of operating a business, providing educational programming, and supervising others; a mastery professional must also meet all the progressing and skilled competencies to attain the mastery level.

- continuously evaluates and refines practices on stated outcomes
- engages in reflective practices and professional development
- serves as a role model/mentor/coach

Competency Content Areas

Content Area 1: Child Development

Program Administrators use theories of early childhood and developmental milestones as a foundation for their work with children and families. Program Administrators need to understand how children learn, including the role of play in development. Knowledge is used to plan and implement learning experiences, guide interactions between children and adults, and communicate with families. Program Administrator support staff in building and using personal interactions with children to guide each child toward positive development and learning outcomes (Illinois Director Credential, 2011).

Content Area 2: Educational Programming

Program Administrators plan and provide a comprehensive, integrated developmentally appropriate curriculum that aligns with the Iowa Early Learning Standards and builds on each child's abilities and interests. Program Administrators collaborate with staff and families in the design of curriculum. Program Administrators develop and implement programming that meets the needs of children at different age and skill levels and supports the inclusion of children who are linguistically, culturally, ethnically, and ability diverse. Program Administrators have an understanding of how a variety of family stressors and social problems impact the ability to learn and adapt. Program Administrators develop techniques and resources to best assist children's development despite familial hardships. Program Administrators understand the value of observation and assessment to measure and monitor children's progress in the program, as well as assist staff in adapting their teaching strategies to meet the needs of each child. Program Administrators use and support healthy interactions and environments to support children's learning needs. Environments are set up to be nurturing, aesthetically pleasing, stimulating, and reflective of the children's culture (Illinois Director Credential, 2011).

Content Area 3: Families and Communities

Program Administrators value and build positive, engaging relationships with staff, families, colleagues and the community. Program Administrators respect different perspectives and communicate their own values professionally. Program Administrators possess writing skills that include the ability to organize ideas and utilize correct grammar. Strong verbal and nonverbal communication skills are needed to establish relationships, manage conflict, and listen actively. Program Administrators are knowledgeable of various parenting styles and use community resources to support family wellness. Program practices support the diversity of families including cultural, ethnic, linguistic, and socio-economic backgrounds (Illinois Director Credential, 2011).

Content Area 4: Health and Safety

Program Administrators understand that physical, mental, and emotional health, as well as safety, are the foundations for healthy development in children. Healthy and safe environments are created inside and outside to support children's physical, cognitive, language, and social-emotional development in collaboration with staff, families, and community members. Program Administrators apply policies and procedures that meet state/local regulations, as well as professional standards pertaining to the health and safety of young children. In addition, Program Administrators actively ensure employees are aware of and implementing established regulations. Knowledge of child nutrition, child development, and physical and mental health is used to plan appropriate meals, environments, and activities (Illinois Director Credential, 2011).

Content Area 5: Program Management

Program Administrators are aware of the various laws, codes, and regulations that underlie early childhood programs: state regulations, Americans with Disabilities Act, child abuse and neglect reporting, zoning, fire, occupational, safety, health and sanitation, child food program. Program Administrators are also knowledgeable of regulations affecting staff and families including but not limited to child custody and guardianship, child abuse prevention, special education, confidentiality, family violence, anti-discrimination, insurance liability, contract, and labor laws. Program Administrators are knowledgeable of revenue sources, management/supervision skills, bookkeeping, budgeting, grant writing, and fundraising. To assist with staff performance, Program Administrators use effective communication and techniques for conflict resolution. Program Administrators possess the ability to hire, supervise, and motivate staff towards high performance levels (Illinois Director Credential, 2011).

Content Area 6: Professionalism and Leadership

Program Administrators view themselves as professionals and use the NAEYC Code of Ethical Conduct to guide encounters with moral dilemmas. Ongoing reflection and professional development are used to build their strengths in guiding an early childhood program and evaluate program effectiveness. Program Administrators advocate on the behalf of children, families, and the early childhood profession (Illinois Director Credential, 2011).

The development of the competencies and content areas were assisted through the review of the following documents: NAEYC Accreditation Criteria, 2005; McCormick Center for Early Childhood Leadership Program Administration Competencies, 2007; Competencies for Program Directors of Early Childhood and Afterschool Programs, 2009 (Vermont); Illinois Director Credential, 2011; Program Administration Scale, 2011; Iowa DHS Child Care Centers and Preschools Licensing Standards and Procedures, 2008; and Early Childhood Iowa Stakeholder's Alliance Cultural Competencies, 2011.

Content Area 1: Child Development

		Competency	Progressing	Skilled	Mastery	Examples of How This Might Look in Practice
	A.	Ages and Stages				
1.A.1		Identifies typical and atypical development of children’s physical, cognitive, language, aesthetic, social and emotional development.	x			Uses an evidence-based screening tool, such as the Ages and Stages Questionnaire (ASQ), to determine each child’s development.
1.A.2		Demonstrates knowledge of the role of teachers and families in promoting and supporting healthy development.	x			Enrollment packet includes child profile that helps gather information about a child’s likes, dislikes, health, development, and family traditions.
1.A.3		Observes and adapts to the verbal and nonverbal communication cues of children.	x			Assists staff in determining appropriate care plans to meet the needs of each child.
1.A.4		Is responsive to the biological and environmental influences affecting children’s growth and development from pre-natal through early adolescence.	x			Intake forms provide information on each child’s developmental history.
1.A.5		Is responsive to the social and cultural influences affecting children’s growth and development from pre-natal through early adolescence.		x		Ongoing conversations occur with families to discuss a child’s needs and provide consistency between home and school.
1.A.6		Assists staff in recognizing and responding to differences in children’s temperament, developmental level and learning style.		x		Uses research based guidance tools such as age appropriate Positive Behavioral Interventions and Supports (PBIS) to assist with meeting children’s needs.
1.A.7		Communicates importance of responsive care to child’s development of identity and sense of self.		x		Schedules and daily activities are modified to meet individual needs of each child and evident within individual care plans or program policies.
1.A.8		Models reflective coaching practices that demonstrate comprehensive understanding of child development.			x	Documents classroom observations and engages staff in follow up conversation to increase child growth and the strength of the program.

		Competency	Progressing	Skilled	Mastery	Examples of How This Might Look in Practice
	B.	Guidance of Young Children				
1.B.1		Designs written policies for using developmentally appropriate expectations for child behavior.	x			Has written policies defining developmentally appropriate practices for responding to behavior.
1.B.2		Ensures classroom environments are set up to encourage children’s social-emotional development.	x			Classroom environment includes spaces to be alone, places for quiet activities, and activities that provide opportunities to learn, discuss, and support feelings.
1.B.3		Ensures effective guidance and group management strategies are used within each classroom so each child is engaged in meaningful learning throughout the day and wait time and transitions are minimized.		x		Each classroom has developmentally appropriate activities and schedules in place.
1.B.4		Models reflective coaching practices that demonstrate comprehensive understanding of positive guidance strategies.			x	Documents classroom interactions with children and staff, and engages staff in follow up conversations and professional development related to guidance strategies used to promote positive social emotional skills in children.
1.B.5		Observes and evaluates individual and classroom management strategies to address behavioral challenges through collaborative supervision.			x	Written intervention plans, such as those used in PBIS, and data collected are used to address challenging behaviors, including the role of community resources.

Content Area 2: Educational Programming

	Competency	Progressing	Skilled	Mastery	Examples of How This Might Look in Practice
A.	Curriculum				
2.A.1	Demonstrates an awareness of the role of curriculum within child care programming.	x			Lesson plans reflecting all domain areas of development posted within classrooms.
2.A.2	Demonstrates knowledge of the role and function of play in children's development.	x			The importance of play is included within written materials such as parent handbook and newsletters.
2.A.3	Implements practices that promote continuity and stability for children.		x		Written transition plans are in place for children moving between classrooms.
2.A.4	Implements research-based curriculum based on principles of child development, developmentally appropriate practice, and early learning and afterschool standards.		x		Lesson plans are linked to chosen research-based curriculum and ensure staff are implementing the components of the curriculum.
2.A.5	Ensures effective communication strategies are used within conversations with children to promote engagement and higher level thinking skills.		x		Has examples of teaching strategies to use in conversations with children within each classroom such as written cue cards and/or posters that include how to ask open-ended questions.
2.A.6	Supports the implementation of caregiving routines that are nurturing, reassuring, and individualized to each child's developmental needs.		x		Performance evaluations and/or staff observations reflect on the staff member's ability to demonstrate nurturing relationships with children.
2.A.7	Demonstrates knowledge of effective strategies for promoting oral and written language development for all children, including English Language Learners (ELL).			x	Demonstrates evidence of a method of review for weekly lesson plans to ensure oral and written language development are supported for each child.
2.A.8	Articulates the rationale and distinguishing features of different curricular or program design approaches (e.g., Developmentally Appropriate Practice, Montessori, Reggio Emilia, High/Scope, Creative Curriculum, Project Approach, etc.).			x	Host book studies with staff on curriculum approaches and/or current trends in early care and education.
2.A.9	Coaches staff in self-reflection on teaching in order to plan appropriate adaptations in support of each child's needs.			x	Individual child plans reflect teacher's adaptations made to support the child.

		Competency	Progressing	Skilled	Mastery	Examples of How This Might Look in Practice
	B.	Assessment & Observation				
2.B.1		Demonstrates knowledge of child assessments.	x			Provides evidence of assessment tools being used within the program.
2.B.2		Implements a plan that maintains confidentiality and reflects legal and ethical standards in assessment practice.	x			Program policies reflect confidentiality practices and assessment instruments are used for their intended purpose.
2.B.3		Ensures documentation of a child's growth using authentic assessment.		x		Uses portfolios of children's work, teacher's written observations, and child assessment data such as anecdotal observations and time sampling journals for long range planning and program evaluation.
2.B.4		Communicates with families about the value of assessment and its role in supporting children's learning and development; shares assessment information about individual children with families.		x		Informal and formal communication with parents is used to provide information about assessment measures and outcomes.
2.B.5		Evaluates annually the appropriateness of different assessment tools for children of varying ages, ability levels, culture, and linguistic backgrounds incorporating feedback from staff and families.			x	Written policy, updated annually, demonstrates why the assessment is appropriate for the program. Documentation from parent and staff meetings.
2.B.6		Uses assessments to guide and inform classroom environment and instruction.			x	Lesson plans reflect individual and group needs based on assessment.
2.B.7		Uses aggregate data from child assessments for program evaluation.			x	Annual evaluation of the program's strategic plan reflects data obtained from child assessments.
2.B.8		Uses Iowa Early Learning Standards with information from ongoing child observations and assessments to plan, implement, and evaluate appropriate instruction that improves academic and developmental progress of all children.			x	Iowa Early Learning Standards are documented within classroom planning.

	C.	Inclusion/Accommodations				
2.C.1		Demonstrates how spatial environments are modified to accommodate ability diverse children.	x			Room arrangement demonstrates accommodations for children's needs.
2.C.2		Develops individual children's instructional plans that accommodate identified needs and varying developmental levels.		x		Evidence of IFSP/IEP goals are included within lesson plans and/or individual care plans.
2.C.3		Implements appropriate intervention/enrichment plans and strategies for diverse children.			x	Documentation of collaboration with specialists and families are maintained in children's files.
	D.	Learning Environment				
2.D.1		Demonstrates knowledge of how to implement learning centers that promote active engagement in learning.	x			Room arrangements and program policies show evidence of learning centers.
2.D.2		Supports classroom procedures and routines that promote joy, curiosity, and spontaneous play.	x			Daily schedules provide for flexibility and adapting instruction to meet the needs and interests of children, as well as an environment that provides a variety of learning materials and promotes self-selection.
2.D.3		Supports teachers in establishing and maintaining learning environments that are responsive to and meets the needs of children at different ages and developmental levels.		x		Classroom environments reflect individual needs and interests of children, based on information gathered from tools such as the Creative Curriculum checklist.
2.D.4		Plans and evaluates indoor and outdoor learning environments that support exploration, growing independence, and self-regulation.			x	Action plans are based upon annual program assessments using a reliable and research based tool (i.e., ECERS-R, ITERS-R, and SACERS).

Content Area 3:Families and Communities

		Competency	Progressing	Skilled	Mastery	Examples of How This Might Look in Practice
	A.	Verbal and Written Communication				
3.A.1		Implements a plan to communicate with families using a variety of methods.	x			Communication policies might include notes, newsletters, bulletin boards, phone calls, conferences, photos, portfolios, and electronic media.
3.A.2		Demonstrates advanced oral and written communication skills.		x		Present at a parent or board meeting, community forums, or local conference
3.A.3		Implements a conflict resolution policy for families to promote professional, honest and open communication.		x		Written policies and procedures about conflict resolution are in place and communicated to families.
3.A.4		Models effective communication techniques in each family’s primary language and selects appropriate methods to build trusting relationships with children, staff and families.			x	Interpreters are available for parent teacher communication, including written materials.
	B.	Family Involvement and Engagement				
3.B.1		Implements intake procedures for soliciting parents’ choices and goals for their children and their families.	x			Intake forms are designed and in use.
3.B.2		Implements a plan for family participation in program activities.	x			Program calendar reflects regular parent events or routine participation in classroom activities.
3.B.3		Provides activities and materials that support children’s learning and development at home.	x			A lending library of books and materials are accessible and used by families regularly.
3.B.4		Supports the development of positive parent-child relationships.	x			A parent and child space is available in each classroom to support the building of relationships.
3.B.5		Establishes a governance/advisory board which includes families.		x		Policies and procedures detail that at least one position on the advisory/governance board includes a current family member from the program.

		Competency	Progressing	Skilled	Mastery	Examples of How This Might Look in Practice
3.B.6		Engages in a family friendly assessment of program practices and materials.		x		Parent surveys are conducted at least annually and results are used to improve program quality.
3.B.7		Maintains a system of communication that builds relationships with families.		x		Conferences are used as a method for communicating with families.
3.B.8		Implements a system of family involvement beginning with an orientation process including information on program policy and procedures.		x		A checklist for family orientation is used which might include a tour of the program, a meeting with classroom teacher, and explanation of policies and procedures.
3.B.9		Demonstrates strategies to connect families to community resources that provide support services and facilitate transitions between programs including local schools.		x		Family events are planned which might include speakers from community resources..
3.B.10		Implements a plan to create and sustain family partnerships.		x		A parent advisory group is established; minutes are documented.
3.B.11		Implements a plan that respects family beliefs, cultures, and languages and makes appropriate accommodations to promote consistency between home and program.		x		Policies and procedures reflect parental input to promote consistency between home and program.
3.B.12		Coaches and mentors staff on modifying instruction to reflect each child's family structure, child rearing preferences, abilities, languages, and cultural and ethnic practices.			x	Procedures are in place to learn about specific family components (structures, relationships, child rearing preferences, etc.) and these components are incorporated into children's individual written plans, routines, and goals.
3.B.13		Coaches and mentors staff on strategies for family engagement.			x	Parents are empowered by identifying strengths and utilizing them in the program.
3.B.14		Shares developmentally appropriate practices with families through modeling, mentoring, and coaching.			x	Leads families through research based parenting curriculums such as Parent and Child Together (PACT).

		Competency	Progressing	Skilled	Mastery	Examples of How This Might Look in Practice
	C.	Community Partnerships				
3.C.1		Identifies community services available to children and families including education, health, mental health, nutrition, social services, and family support and can assist families in accessing these services.	x			Written information on community resources is available for families.
3.C.2		Participates in community collaborations for more efficient, inclusive, and cost-effective services for children and families.			x	Serves a leadership role on a community board.
3.C.3		Collaborates with consultants, specialists, and community teams working on behalf of enrolled children and families.			x	Participates in individual family service plan meetings for young children identified with special needs.
3.C.4		Explores key issues, barriers, and resources for working with families and local schools to develop school readiness and transition strategies.			x	Participates in local early childhood community meetings.

Content Area 4: Health and Safety

		Competency	Progressing	Skilled	Mastery	Examples of How This Might Look in Practice
	A.	Health and Safety Policies				
4.A.1		Implements a plan to prevent child abuse and neglect by promoting an understanding of child development and appropriate caregiving practices.	x			Written policies are in place to describe developmentally appropriate guidance techniques used with children.
4.A.2		Demonstrates competency in infant, child and adult CPR first aid, universal precautions, and mandatory child abuse reporting.	x			Certificates for these trainings are on file for each staff member.
4.A.3		Ensures the facility and equipment meet local and state standards of health and safety.	x			All documents pertaining to facility inspections on file.
4.A.4		Adheres to health and safety requirements and maintains necessary records as defined by state codes and regulations for children and staff.	x			Documentation in staff and child files for all necessary paperwork.
4.A.5		Implements written policies and procedures to ensure a healthy and safe environment for children and staff.	x			Policies and procedures reflect written plans to ensure health and safety of children.
4.A.6		Monitors health and safety trends at the local, state, and national level and makes program modifications as necessary.		x		Documentation of health trend data and modifications made to health and safety plans.
4.A.7		Implements a system for routine maintenance, repair, and replacement of materials and equipment.			x	An equipment maintenance system is in place to reflect concrete evidence, multiple people involved, and a process of accountability.
	B.	Food Policies				
4.B.1		Assures that food served by the program provides variety and complies with nutritional standards and regulations.	x			Evidence of Child and Adult Care Food Program (CACFP) guidelines within written menus.
4.B.2		Provides a nutritious food service plan with adaptation for children of differing needs and cultural practices.	x			Written documentation reflect individual children's needs or cultural nutrition practices.

		Competency	Progressing	Skilled	Mastery	Examples of How This Might Look in Practice
4.B.3		Plans and monitors a system for sanitary preparation and food service in compliance with all health regulations.	x			Written policies for the food service system supported by a daily checklist to monitor compliance.
4.B.4		Participates in CACFP.		x		Management and agreement plan with CACFP are on file.
4.B.5		Demonstrates the use of physical activities, nutritional education and healthy food choices within the program.			x	Written lesson plans reflect physical movement and nutrition activities.
	C.	Emergency Plans				
4.C.1		Develops policies that include procedures to follow in case of an emergency (i.e. fire, tornado, medical, and dental).	x			Written policies and procedures reflect emergency plans and include checklists for maintaining safety.
4.C.2		Implements a risk management plan that includes clear procedures to follow in case of an emergency; guidelines to reduce the risk of child abuse and neglect allegations; procedures to maintain the safety of people, facilities, equipment, and materials.		x		A written risk management plan, as defined by the Program Administration Scale, is available in each classroom and reviewed annually.
4.C.3		Collaborates with community partners to develop and implements an emergency preparedness plan to include policies and procedures that address staff training, maintenance of emergency supplies and equipment, and the continuation of services.			x	A written emergency preparedness plan is available within each classroom and reviewed annually.

Content Area 5: Program Management

		Competency	Progressing	Skilled	Mastery	Examples of How This Might Look in Practice
	A.	Financial				
5.A.1		Develops a compensation structure and manages payroll.	x			Payroll documentation is on file and reflect taxes being paid in a timely manner.
5.A.2		Manages county, state, and federal reimbursement funds.	x			Maintains written documentations of CACFP, Child Care Assistance, and other funding sources as applicable.
5.A.3		Participates actively in developing and implementing an operating budget that reflects the needs of the program.		x		A copy of written budget is on file.
5.A.4		Implements an equitable salary scale based on the following criteria: (1) role, (2) level of generalized education, (3) specialized education, and (4) experience.		x		A written salary scale is on file and available to staff.
5.A.5		Evaluates the cost effectiveness and appropriateness of different fundraising options.		x		Board minutes reflect a discussion on the cost effectiveness for the program and appropriateness of fundraising options for families.
5.A.6		Develops written fiscal policies and procedures following generally accepted business practices, basic accounting principles and assures compliance with applicable guidelines.		x		Fiscal policies are written and kept on file.
5.A.7		Prepares and presents budget and business reports to appropriate entities.		x		Board meeting minutes reflect discussion on budget reports.
5.A.8		Manages the purchase and maintenance of supplies, materials, and equipment identified through a research –based tool to advance the quality of the program.		x		Action plans for purchase of materials are based on center assessments, such as ITERS or ECERS, and kept on file.
5.A.9		Seeks available financial resources at federal, state, and regional levels.		x		Keeps applications for financial resources on file.
5.A.10		Conducts a needs assessment and uses it to plan for the program.		x		Written needs assessment is on file and based on generally accepted practices.

		Competency	Progressing	Skilled	Mastery	Examples of How This Might Look in Practice
5.A.11		Applies concepts of budgetary projection, including enrollment, tuition and late fee policies.			x	Copies of budget worksheets are kept on file and include information on community needs, enrollment history, and tuition surveys.
5.A.12		Creates a profit and loss statement and makes adjustments where needed.			x	Written profit and loss statements are reviewed monthly and show adjustments accordingly.
5.A.13		Develops a strategic plan that includes short- and long-term financial goals that support a program's mission.			x	Written strategic plan is on file.
5.A.14		Writes a grant proposal that includes all components required in request for proposal (RFP) or funder guidelines.			x	Successfully funded grant proposals are on file.
5.A.15		Engages in effective grant management.			x	Written grant reports are maintained and required reports are submitted in a timely manner.
	B.	Legal				
5.B.1		Implements policies and procedures to maintain accurate and confidential staff, student, and family records.	x			A written policy is on file to maintain confidential information of staff, students, and families.
5.B.2		Adheres to all applicable federal, state, and county laws, codes, and regulations.	x			Documentation of regulatory compliance is on file or posted.
5.B.3		Implements strategies for working cooperatively with regulatory agencies.	x			Keeps written action plans and compliance with regulatory agency.
5.B.4		Implements accounting policies that protect against mismanagement of funds.		x		Documentation of more than one person involved in checks and balances.
5.B.5		Identifies legal resources to support effective program administration.		x		Written documentation of review of policies and procedures by a legal entity.
	C.	Human Resources				
5.C.1		Implements an orientation plan for new staff including information on program practices, policy, and procedures.	x			Written orientation plan is on file and documented for each staff member.
5.C.2		Designs and arranges space to meet staff needs.	x			Staff break rooms and bathrooms are accessible and maintained.
5.C.3		Coordinates and administers a benefits program for employees.	x			Personnel policies reflect benefits.

	Competency	Progressing	Skilled	Mastery	Examples of How This Might Look in Practice
5.C.4	Manages and maintains personnel records.	x			Personnel records are on file and maintained for each staff member.
5.C.5	Implements policies and procedures for recruiting, hiring, evaluating, and terminating staff.	x			Written policies and procedures reflect processes for hiring, evaluating, and terminating staff.
5.C.6	Implements an orientation plan for governing/advisory board members including information on program practices, policy, and procedures.		x		Written orientation plan is developed and evidence of implementation is on file.
5.C.7	Implements staff performance appraisal forms that differ by role and are tied to specific responsibilities of job descriptions.		x		Performance appraisals are reviewed annually and tied to written job descriptions., and are in staff files.
5.C.8	Demonstrates knowledge of effective communication with all staff.		x		Modes of effective communication may include email, memos, text messaging, and bulletin boards to meet each staff's individual needs.
5.C.9	Engages staff in developing and supporting the program's mission and philosophy.		x		Written documentation of staff discussions related to mission and philosophy.
5.C.10	Implements written personnel policies that align with best practices.		x		Personnel policies are on file.
5.C.11	Writes and reviews effective job descriptions using core competencies and uses these in recruiting, hiring, supervising, and evaluating personnel.		x		Written job descriptions reflect core competencies and staff files include written documentations of evaluations based on job descriptions.
5.C.12	Provides ongoing professional development opportunities for staff and volunteers.		x		Written documentation on file of professional development and staff meeting topics that have been provided on-site.
5.C.13	Implements an individualized model of staff development that includes coaching/reflective supervision.			x	Written evidence of ongoing observation, feedback and professional development plans for each staff member.
5.C.14	Implements staffing patterns that are based on accreditation standards and support continuity of care.			x	Staff schedules, patterns, and ratios reflect continuity of care and accreditation standards.
5.C.15	Conducts regular staff meetings that promote active involvement of staff and shared decision making.			x	Minutes and agendas are on file for each staff meeting and reflect staff participation and decisions made.

		Competency	Progressing	Skilled	Mastery	Examples of How This Might Look in Practice
5.C.16		Creates a positive and proactive work environment that supports staff and volunteers.			x	Organizational climate surveys are conducted at least annually and reviewed by the governance/advisory board.
	D.	Public Relations/Marketing				
5.D.1		Designs marketing materials that project a professional image.	x			A logo is consistently used throughout materials.
5.D.2		Seeks opportunities to build good relations within the local community		x		Written documentation that shows invitations to participate in program events and record of volunteers in the program.
5.D.4		Develops a relationship with local media to promote programming.		x		Write a press release about a newsworthy event.
5.D.5		Develops effective marketing strategies and materials using a variety of media.			x	A written marketing plan is on file.
	E.	Technology Policies				
5.E.1		Uses a functional computer, printer, and access to the internet.	x			A computer and printer is on site and functional.
5.E.2		Composes and edits documents, newsletters, or brochures using word processing or publishing applications.	x			A variety of written documents are used that show use of technology.
5.E.3		Demonstrates ability to access early childhood resources via the internet.	x			Printed examples of activities obtained from internet resources.
5.E.4		Uses a spreadsheet to construct a budget, and/or collect/summarize data.		x		A printed spreadsheet is used to maintain attendance.
5.E.5		Demonstrates knowledge of appropriate electronic etiquette and communication techniques.		x		Written policy regarding the use of technology in the program.
5.E.6		Utilizes internet to link to advocacy and professional development resources.		x		Printed example of material obtained, such as from the National Association for the Education of Young Children.
5.E.7		Supports teachers in appropriate use of technology to improve children's learning in the classroom.		x		Written policies and procedures are in place to guide the appropriate use of technology with children.
5.E.8		Implements a technology policy that addresses protection of children and staff.		x		Written policies and procedures detail the protection of children and staff when using technology.

		Competency	Progressing	Skilled	Mastery	Examples of How This Might Look in Practice
5.E.9		Demonstrates ability to develop or support construction of a website.			x	Evidence of a website for the program is up and running.

Content Area 6: Professionalism and Leadership

		Competency	Progressing	Skilled	Mastery	Examples of How This Might Look in Practice
	A.	Ethics				
6.A.1		Ensures the NAEYC Code of Ethical Conduct is available for staff and families to create an awareness of the document.	x			The brochure is provided upon request and referenced within the written policies and procedures of the program.
6.A.2		Provides annual professional development opportunities related to the NAEYC Code of Ethical Conduct for staff and families to enhance understanding.		x		Printed certificates or meeting agendas on the topic of the NAEYC Code of Ethics are on file.
6.A.3		Models and integrates the code of ethical conduct, determined by the National Association for the Education of Young Children, into policies and practices.			x	Conflict resolution policies refer to the NAEYC Code of Ethics to determine a solution for concerns submitted by staff or families.
	B.	Diversity				
6.B.1		Develops the program's vision, mission, and values to reflect a culture of respect for families, children, and staff.	x			The program's written documentation reflects an acceptance of diversity.
6.B.2		Provides orientation for early childhood staff that address organizational commitment to respecting and inclusively serving all families.	x			Orientation documentation addresses program practices that demonstrate respect for all families and children.
6.B.3		Supports professional development opportunities for staff to gain knowledge on respectful and inclusive early childhood practices.		x		Training certificates on file reflect the topic of respectful and inclusive early childhood practices.
6.B.4		Promotes the effective use of interpreters or translated materials in the early childhood program.			x	Translation and interpretation resources are available for staff or families.
6.B.5		Creates an inclusive, bias-free, and diverse environment that values respect, reflective thinking and an open exchange of ideas among staff.			x	Written documentation is on file to reflect accommodations made for cultural practice.
6.B.6		Builds staff composition reflective of families and community.			x	Staff recruitment policies are reflective of program community.

		Competency	Progressing	Skilled	Mastery	Examples of How This Might Look in Practice
	C.	Team Building				
6.C.1		Establishes communication and decision making structures with program staff and stakeholders.	x			An organizational chart is on file for the program.
6.C.2		Collaborates with other early childhood professionals to advance the status of the field.		x		Documentation of meeting minutes that reflect participation.
6.C.3		Involves multiple stakeholders (including board, families, and staff) in developing and annually reviewing the program's philosophy and mission statement.		x		Board meeting minutes reflect development or review of program's mission statement.
6.C.4		Conducts, documents, and evaluates meetings using effective communication and facilitation skills.		x		Meeting minutes are reviewed and reflect a plan of action.
6.C.5		Provides regular team building opportunities for staff.		x		Documentation of staff events that support appropriate team building, such as recognition of life events.
6.C.6		Demonstrates supervisory strategies for effective management of group dynamics, including problem-solving, decision-making, prioritizing, delegating, reporting and motivating.			x	A strategic plan for the program is on file and is reviewed annually.
	D.	Conflict Resolution				
6.D.1		Encourages open communication with staff.	x			An open door policy to discuss issues is documented in staff handbook.
6.D.2		Provides opportunities for conflict resolution.		x		A conflict resolution policy that reflects the NAEYC Code of Ethical Conduct is documented in staff handbook.
6.D.3		Demonstrates effective skills in conflict resolution.			x	Written documentation shows outcomes of conflict resolutions.
	E.	Program Evaluation				
6.E.1		Demonstrates knowledge of professionally recognized program standards or accreditation.	x			A resource library includes materials related to accreditation and program standards.

		Competency	Progressing	Skilled	Mastery	Examples of How This Might Look in Practice
6.E.2		Conducts an organizational climate assessment to improve the quality of work life for staff on an annual basis or more frequently, if needed.		x		Completed assessment forms are on file.
6.E.3		Conducts annual program evaluations with families and staff.		x		Completed program evaluations are on file.
6.E.4		Maintains state recognized quality standards.		x		QRS rating or QPPS visit reports are on file.
6.E.5		Implements an inventory control system for materials and equipment.			x	Forms used to assess inventory and materials are maintained on file.
6.E.6		Implements a program improvement plan based on a reliable and research-based assessment tool (e.g., PAS, BAS, ECERS-R, ITERS-R, FCCERS, CLASS, and SACERS).			x	A written, bi-annual, improvement plan is on file and has implementation and completion of tasks recorded.
6.E.7		Maintains professionally recognized, national program or accreditation standards.			x	On-site reviews are documented and reflect successful completion of program and accreditation standards.
6.E.8		Develops a strategic plan for the program and implements goals and objectives into daily practice.			x	Strategic plan is on file and is reviewed annually.
	F.	Personal & Professional Self-Awareness				
6.F.1		Describes strategies to reduce stress and avoid burnout.	x			Documentation provides evidence of stress relieving methods used.
6.F.2		Engages in ongoing professional development and learning.	x			Certificates of attendance are on file.
6.F.3		Verifies membership in an early childhood professional organization.	x			Membership certificate is on file.
6.F.4		Develops and annually updates a professional development plan.		x		A written professional development plan is on file.
6.F.5		Articulates a personal philosophy of early childhood care and education.		x		Personal philosophy of early childhood is included in professional portfolio.
6.F.6		Develops a personal philosophy of leadership.		x		Written philosophy is placed in administrator's professional portfolio.
6.F.7		Articulates the importance of quality early childhood experiences for the healthy development of children.		x		Parent handbook describes the types of experiences provided and the impact on the development of children.

		Competency	Progressing	Skilled	Mastery	Examples of How This Might Look in Practice
6.F.8		Seeks out professional resources to improve leadership effectiveness.		x		Documents attendance at a professional development opportunity for leadership skills.
6.F.9		Implements strategies to achieve balance between personal and professional obligations.		x		Attendance records reflect personal time off.
6.F.10		Engages in self-assessment, sets personal and professional goals, and models lifelong learning.		x		Self-evaluation is on file and reflects personal and professional goals.
6.F.11		Collaborates with supervisors, mentors, and colleagues to enhance professional growth.		x		Can provide email evidence of seeking opportunities to enhance professional growth.
6.F.12		Demonstrates leadership in self-selected initiatives at the local, state or national level.			x	Documents participation on an early childhood committee.
6.F.13		Demonstrates leadership for developmentally appropriate practice, awareness of issues that affect the lives of children, and communication skills necessary for effective advocacy.			x	Letters or emails to policymakers are maintained on file.